

## AP Literature and Composition

**General Description** AP English Literature and Composition is a course in which students practice the careful reading and critical analysis of imaginative literature, including poetry, drama, and prose. As they closely read selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students then practice response, analysis, interpretation, and evaluation of literature in college level literary analyses of works, and practice writing AP style exams.

Successful completion of AP Literature and Composition is generally equivalent to Freshman English at a college or university. Students taking this class must be committed to working at a collegiate level. That means reading all the required literature, doing all writing assignments on time, and participating fully and responsibly in class.

### *AP Literature Students Read:*

- \*works from various genres and periods— especially from the 16th to the 21st century— concentrating on works of recognized literary merit.
- \*deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
- \*considering social and historical values a piece reflects and embodies

### *AP Literature Students Write:*

- \*response and reaction papers
- \*annotation, freewriting, and reading journals
- \*focused analyses on aspects of language and structure.
- \*judgments about artistry
- \*explorations of a piece's underlying social and cultural values
- \*expository, analytical, and argumentative essays.
- \*revisions of papers, with an eye toward more effective written expression

**Texts:** Michael Meyer. *The Compact Bedford Introduction to Literature: Reading, Thinking, Writing 7<sup>th</sup> edition.* (high school edition) Bedford/ St Martins 2006.

With *LiterActive*. (CD) Bedford/St.Martins

Diana Hacker. *Rules for Writers 5<sup>th</sup> ed.* Bedford/St. Martins

**Additional Resources** A variety of novels

Additional short stories, plays, poems, and non-fiction pieces

Schaffer, Jane. *Teaching Style Analysis to Advanced Placement English Students.*  
San Diego: Jane Schaffer Publications, 2002.

**Objectives:** In this class, students

- Read, talk about, and write about literature
- Work extensively on writing college style essays in response to literature
- Review sentence structure
- Examine the relationship of societies and literature
- Work on writing clearly and effectively, especially in response to literature.
- Plan, research, and write formal papers outside of class and share what we read
- Share information with others in formal oral presentations
- Use the library and the internet to gather information
- Present information using technical means such as web pages and Power Point

**Assessment:** Progress will be assessed in a number of ways. Some work will be graded and some will be ungraded practice. Students take a variety of types of tests, write MANY essays, participate in some group projects, and take part in class discussions.

<b>Grading</b> Grades will be made up of the following categories. Percentages are only approximate		<b>AP grading/conversion</b>	<b>Grading Scale</b>
		9 = 95= A	
20%	Reading responses ( oral and written)	8= 90 = A-	92-100 =A 67= D+
10%	preparation, effort, and improvement	7=85 =B	89.=A- 62= D
40%	Essays and projects	6=80=B-	87=B+ 59=D-.4=C-
10%	Daily work	5=75=C	82=B below 59=F
10%	attendance	4=70=C-	79=B-
		3= 65=D	77=C+
		2= 60=D-	72=C
		1=55=F	69=C-

**Summer Reading:** Students will be assigned a pair of books to read over the summer. Students will annotate the readings, keep a reading journal, and otherwise read interactively. A set of major questions will be given as a guide for reading. An essay test is given over these books at the beginning of the fall term.

Book assignments vary. Possible pairings include, but are not limited to:

: *Beowulf* (Seamus Haney translation) and *The Odyssey*  
*Beowulf* and Tolkien's *Lord of the Rings*  
*The Odyssey* and Frazier's *Cold Mountain*  
 Genesis and Steinbeck's *East of Eden*  
 Genesis and Atwood's *The Handmaid's Tale*  
 Baum *The Wizard of Oz* and McGuire's *Wicked*  
 Bronte's *Jane Eyre* and Rhys' *Wide Sargasso Sea*

**Other major Reading Assignments;** in addition to material read for the course as listed below, students will complete a reading assignment. For each assignment the student will do a novel annotation/information chart, a 200-300 word summary, 200-300 word response, and a 5 minute presentation in class. Each student is expected to become an authority on a novel of choice from recommended AP lists.

Winter break reading: Novel : A novel written pre- 1950

Spring break reading Novel A novel written post 1950

**Major Writing Assignments:** 2 major (1000 word) essays will be assigned per quarter to be completed outside of class (8 total). Each essay will go through a peer revision process, prior to the final draft, focusing on the paper's clarity and effectiveness as well as development of voice. Papers must be submitted through Turnitin.com and in hard copy.. All papers will be in MLA format. Students must revise and resubmit paper #1 after grading, and may choose one additional paper from essays #3-7 to revise post grading. Teacher conferences will be scheduled for some papers. Grading is on the AP scale with extensive teacher commentary.

Essay #1: Synthesis based on the summer readings. Students will receive a critical question based on one or both of the summer reading assignments and additional information. This question may address matters of the works' theme in social and historical context. Students will use at least 3 pieces of supporting information as well as the reading itself to support a position either agreeing with, disagreeing with, or qualifying the question. MLA format required. POST GRADING REVISION REQUIRED for both content and form.

Essay #2: group essay: application of various critical approaches to a short work of fiction—each group member will apply a different critical approach to a question posed regarding some element of the work. The group must collaborate on the introduction, organization, conclusion, and formatting of the paper

Essay #3 interpretation and analysis of a short story, focusing on a exposition and/or argument based on a specific question related to the theme; or comparison of the treatment of a theme in two works.

Essay #4 discussion of a poet's body of work, with emphasis on the writer's distinct style

Essay #5 interpretation and analysis of a play, focusing on a specific question related to theme, characterization, or setting.

Essay #6 style analysis of a piece of creative non-fiction

Essay #7 Evaluative review of a novel or a play with special reference to its social, cultural, and historical context..

Essay #8 Interpretation and analysis of a novel of choice

**Response writing:** A variety of shorter responses, oral and written, to readings, and practice in analysis will be given. Some of these responses and practices will be graded, and others will not be.

**In class Writes:** Timed, in-class essays in response to AP prompts will be given approximately every two to three weeks

**Distribution of studies:** Depending on student needs, units may be split and interspersed with each other. For example, poetry may be split into 1 or 2-week subunits, alternating with fiction, analysis, and essay basics. Writing instruction and vocabulary continue throughout the course.

<i>weeks</i>	<i>Topic/subject</i>	<i>Readings/assignments etc. (note: this is not a complete list. Readings listed are</i>	<i>Major assignments</i>
--------------	----------------------	--	--------------------------

		<i>representative Others may be added or substituted.)</i>	
1-3	<p>Introduction to the course</p> <p>Definition of literature</p> <p>Introduction to Close Reading and annotation</p> <p>Review of basics of essays</p> <p>Introduction to archetypes. Motifs, setting</p> <p>Summer reading</p> <p>The peer revision process</p>	<p>Porter, "The Grave" and other readings chosen to illustrate the topics covered</p> <p>Practice in close reading and annotation</p> <p>Practice with identification and interpretation of topics covered</p>	<p>Review of basic literary vocabulary &amp; conventions</p> <p>Review of MLA format</p> <p>Test on summer reading</p> <p>Essay 1: critical synthesis based on summer readings</p>
4-6	<p>General literary knowledge: basic terms</p> <p>Introduction to style analysis including Diction, Tone, Imagery, Figurative Language, Symbolism, and Structure</p> <p>Introduction to critical approaches to literature</p> <p>Elements of Humor and Satire</p>	<p>Variety of readings in poetry, prose, drama, and non-fiction illustrating the various aspects of style.</p> <p>Practice in style analysis</p>	<p>Essay #2 group essay: each student will look at a short story from a different critical approach</p>
7-8	<p>Basics of the AP test</p> <p>The AP grading rubric</p> <p>Structuring the literary response essay.</p> <p>Types of response essays</p>	<p>Response practice to a variety of short readings.</p>	
9-14	<p>Fiction:</p> <p>Elements of fiction</p> <p>Genres/forms</p> <p>Application of style analysis</p> <p>Application of critical approaches</p>	<p>Short fiction by (but not limited to): Alexie, Carver; Chekov, Chopin, Collette; Dickens</p> <p>Faulkner, Hemingway, Joyce, Melville, Proulx, Walker</p> <p>And others</p> <p>Novels/novellas may include the following as well as others from the recommended AP Lists:</p> <p>Camus <i>The Stranger</i></p> <p>Coetzee. <i>Waiting for the Barbarians</i></p> <p>Conrad. <i>Heart of Darkness</i></p> <p>Hurston; <i>Their Eyes Were Watching God</i></p> <p>Hardy <i>Return of the Native</i> or <i>Tess of the D'Urbervilles</i></p>	<p>Essay #3</p> <p>Interpretation and thematic discussion: short story</p> <p>Winter break reading assignment</p>

		<i>Atwood. The Handmaid's Tale</i> Orwell 1984 Huxley <i>Brave New World</i>	
15-21	Poetry: Elements of poetry Forms/structure Traditional forms: sonnets Haiku, sestina, villanelle, elegy, ode, limerick. Open forms: blank, free, experimental, prose Application of style analysis Application of critical approaches	Poetry by (but not limited to): Angelou, Atwood, Basho, Bradstreet, Brooks, Browning, Coleridge, Collins cummings Dickinson Donne Eliot, Frost Hardy Heaney, Hughes Keats, Rich, Roethke, Sandburg Shakespeare, Shelley, Thomas Whitman, Wordsworth,  And others	Essay #4 Discussion of a poet/writer's body of work
22-26	Drama: Elements of drama Forms/structure Historical contexts Application of style analysis Application of critical approaches	Oedipus/Greek theater <i>Hamlet</i> or <i>Othello</i> / Shakespearean tragedy <i>Twelfth Night</i> or <i>Midsummer</i> <i>Night's Dream</i> /comedy Moliere Ibsen <i>A Doll's House</i> Tennessee Williams Arthur Miller August Wilson Albee: <i>The Sandbox</i> Beckett: <i>Waiting for Godot</i> Tom Stoppard <i>Rosencranz &amp;</i> <i>Guildenstern are Dead</i> Additional plays	Essay #5 Interpretation and analysis of a play's theme, characterization, or setting  Spring break reading assignment
27-28	Creative non-fiction Elements of creative non-fiction Forms/structure Contexts Application of style analysis Application of critical approaches	Creative non-fiction works such as: David Sedaris: "Me Talk Pretty one Day" Dave Barry Memoir humorists	Essay #6 Style analysis of a piece of creative non-fiction
28-30	Review for the AP test		Essay #7 Evaluative Review of a novel or a play in social/cultural/historical context

31-35	novel studies (post exam)		Essay #8 Interpretation and analysis of a novel of choice.